DOCUMENT RESUME

ED 121 387 JC 760 229

AUTHOR Kelly, J. Terence; Anandam, Kamala
TITLE Response System with Variable Prescriptions (RSVP): A Faculty-Computer Partnership for Enhancement of Individualized Instruction.
PUB DATE 76
NOTE 59p.; Paper presented at the SCUP/M-DCC/Cause Workshops on Advanced Planning and Management Systems in Education (Miami Beach, Florida, March 16-19, May 11-14, 1976). Examples of computer printouts may reproduce poorly

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS Autoinstructional Aids; *Autoinstructional Methods; Community Colleges; *Computer Assisted Instruction; *Educational Technology; *Individualized Instruction; *Junior Colleges; Literature Reviews
IDENTIFIERS Response System with Variable Prescriptions; RSVP

ABSTRACT

Miami-Dade Community College's Response System with Variable Prescriptions (RSVP) is an example of faculty-computer partnership directed toward individualizing instruction while managing up to 5,000 students in a single course, regardless of class format. Individualization of instruction is accomplished by RSVP by virtue of its potential for three functions: (1) It can maintain a record on each student in a course, including name, address, phone, personal attributes, and exam or survey repsonses; (2) It can print reports to students which include scores on surveys and exams, a diagnosis of individual student problems based on survey or exam performance, and a prescription of appropriate, personalized assignments; (3) It can provide the instructor with reports, including statistics on surveys and exams, and a class roster. The RSVP system consists of eight programs with different job assignments to help the system execute these three functions. This document surveys the literature on computer assisted instruction, and describes the operation of RSVP with particular emphasis on its instructional, managerial, and research related aspects. Examples of letters sent by the computer to students are appended, along with a follow-up report on RSVP operation in the eight courses using it at Miami-Dade in fall 1975. (NHM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED121387

RESPONSE SYSTEM WITH VARIABLE PRESCRIPTIONS (RSVP)

A FACULTY-COMPUTER PARTNERSHIP FOR ENHANCEMENT OF INDIVIDUALIZED INSTRUCTION

J. Terence Kelly
Kamala Anandam
Miami-Dade Community College
Miami, Florida

Presented at the
SCUP/M-DCC/CAUSE WORKSHOPS ON
ADVANCED PLANNING AND MANAGEMENT SYSTEMS IN EDUCATION

March 16-19, 1976
May 11-14, 1976

Deauville Hotel
Miami Beach, Florida

JC 760 229

TABLE OF CONTENTS

Introduction 1

Teaching With Computers - A Way of Thinking 3

Response System with Variable Prescriptions - RSVP 7

Instructional Aspect of RSVP 16

Managerial Aspect of RSVP 25

Research Related to RSVP 28

References 32

Appendixes 33

INTRODUCTION

At the very moment of this conference, American higher education is agonizing over differences in philosophical positions germane to approaches to instruction. Forces, equally expressive, are pulling colleges and universities in opposite directions. On the one side there is a rising momentum to return to the traditional, to tighten standards, to retreat to the basic college program, to weed out the underachievers, to return to more conventional methods of teaching, and to reestablish the "true" value of letter grades. This movement is further supported by economic pressures to eliminate the frills, and to de-emphasize any institutional peripheral activities not related to the "heart" of the instructional program. In essence, there is a clear movement to push education back into the so-called "main stream" where it was around the 1950's.

On the other side is the thrust to move education further and further away from the traditional. The tremendous increase in a multitude of programs loosely labeled non-traditional are finding their way into the higher education scene. The movement is characterized by the availability of external degrees, university without walls, competency based curriculums, experiential and open learning programs. Increasing and diversified population of students desiring college education has been the impetus for this movement. Minority groups, senior citizens, part-time students, etc., are forcing new modes of instruction. These new adventures in learning rely heavily on media resources and other sophisticated forms of technology.

Amidst these emerging trends in higher education, Miami-Dade Community College has developed an instructional management system which can comfortably accommodate the needs of both trends. At Miami-Dade we are also experiencing

the dichotomy in faculty perceptions noticed in most institutions of higher learning, but find that the development of our computer instructional management system is especially in danger with both constituents. The successful use of this system at Miami-Dade is an attempt on our part to maximize learning to enhance an instructional program to support faculty in record keeping and course management, and to serve the student in a more efficient way in either "closed" on-campus classes or "open" external classes.

Paradoxical as it may sound, the teachers who have worked with this computer-based instructional management system in an open learning setting have reported that they have sharpened their skills in classroom teaching by working through the various curriculum design requirements that applied to the systems. Such reworking ensures for the ease of students of this system of managed instruction is whichever direction a particular institution of higher learning is moving.

When analyzed more closely, it becomes apparent that a general objective of the faculty and the supervision of computers in data keeping were individualized are consistent. At Lemon the experience at Miami-Dade has indicated this to be true. This implies that not only can faculty and computer-based instructional management systems co-exist, but that can actually enhance a teaching-learning process. This has been demonstrated by research over a number of years at Miami-Dade. Because of these studies and the experience to date, we think it's important at all at any of how we use the computer to maximize instruction, how faculty can become accustomed with course details, and how they can be most directly influential in the teaching-learning process.

Computers, from the teenage years of America's higher education faculty have generally been viewed [illegible], feared or outright suspected. With the exception of a few pioneering persons, educators have remained suspicious regarding how useful purpose computers could contribute to the teaching/learning process.

The concept of being replaced by computers seems to be the most cited reason for the resistance to computers for instructional purposes (Bevis, 1972; Hardbarger, 1972; Holtzman, 1968). Properly, this type of thinking is a misconception of the [illegible] aspect of computer use in instruction. "Since the computer has deficiencies in creativity and perception that disqualify it for the [illegible] kinds of teaching, many teachers have concluded that it can have no effective use in any kind of teaching." (Lewis and Rodgers, p. 90). While this [illegible] can be recognized, the use of computers in other important aspects of the learning process cannot be [illegible].

Resistance to change, as a general principle, is a quite understood factor in the slow adaptation to computer use for instruction. "Every Board" and all of the accredited schools can depend on [illegible] to break old teaching patterns and look to technology for new directions. Recognizing some of the problems of resistance to computers, in his article "Resistance to New Ideas", Hardbarger states, "Every college needs to [illegible] methods to avoid doing adequate work upon new ideas." (Hardbarger, p. 91).

The environmental view of change envisioned in our present-day society responds the problem since "Environment" seems opposed [illegible] "change" is inevitable. Some of an experience behind satisfaction in coping with the

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

```
[illegible]
[illegible]
[illegible]
```

which serve as valuable learning aids; 2) make a diagnosis based on his personal performance and attributes. The student may be assigned special material to restudy, additional problems to solve, a tutorial session or public hearing to attend, and additional film to view etc.

The types of messages possible thus need not be restricted to analysis of survey results but can serve as a means of communicating with the student. And because the learner's needs may differ from those of all others, he may be the only one with the individual assignment given him. This means the student has explicit personalized direction so that he can adjust his efforts and better his chances for success in the attainment of the course objectives.

For the instructor, RSVP means far less time expended in personalizing efforts that otherwise may be too sporadic to be reliable. Instead, computer aided instructional management can provide the instructor with extensive and frequent insight to student progress and to one's own instructional effectiveness.

Survey results may indicate the need for a review lecture of the presentation or supplementary material. Teaching strategies can be revised, adjusted or expanded to suit an individual student or an entire class. The system thus provides a continuous measure of self-evaluation for the instructor and the effectiveness of the program.

Above all, RSVP means instructor satisfaction that each student is being provided with challenging, individually appropriate learning tasks with the behind-the-scenes assistance of the computer. The computer is, indeed, only a machine. Yet it can become the instrument for achieving a far more detailed, variable and individualized prescription for student accomplishment than is attainable amid the time pressures and distractions of many a classroom.

For the administrator, RSVP provides a valuable managerial tool by which both instruction and student achievement may be evaluated and improved. Quizzes and tests can be replaced or complemented by surveys...non-threatening and serving beyond the traditional role of repeating verbatim what has been learned. Instead, each survey item is designed to measure the extent to which a specific concept has been assimilated, on an item by item basis, and to make specific, individualized prescriptions for improvement.

Administration thus obtains a solid basis for upgrading instruction--collectively and singly. Courses or instructional activities have to be tightly constructed, and clearly defined from start to finish. This implies a sound academic rationale has been built into every aspect of course objectives and evaluation. There is probably far more authenticity at upper levels of college management through this approach than any other.

The advantages are mutual to faculty and administration. Student achievement, in the final analysis, determines the success of any institution of higher learning. Lack of it can be one of the greatest sources of public disillusionment.

Student achievement is in direct proportion to the extent that instruction becomes personal and relevant, adapted to the student's learning style and needs. Response System with Variable Prescription, RSVP makes this possible!

Programs in RSVP

The RSVP system consists of eight programs with different job assignments to help the system execute the three functions specified earlier.

Function	RSVP Program	Job Assignment
I. Maintain records	RSVP 01	To describe parameters for course-- number of students, number of tests, number of questions, number of attributes, etc.
	RSVP 02	To describe what information related to course, answers to tests, student attributes etc., to expect and where to store them.
	RSVP 03	To add, change or delete student numbers.
	RSVP 04	To add, change or delete student attributes.
II. Print student reports	RSVP 05	To score student test or surveys.
	RSVP 06	To write student reports
III. Print instructor reports	RSVP 07	To extract data on course descriptions, student attribute definitions, test statistics.
	RSVP 08	To print class rosters with specified pieces of information.

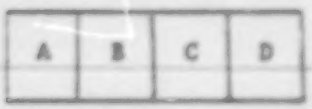
The RSVP system and its programs as they are described hitherto are just that - description of potential within the system for various functions. The potential awaits activation by the HUMAN MIND - the INSTRUCTOR.

Activation includes 1) selecting instructionally useful "attribute" and"performance" information; 2) instructing the RSVP system to store the selected pieces of information under specified field codes (field code is RSVP jargon which means an allocated space within the system); 3) combining the pieces of stored information in the form of decision rules (another jargon!); 4) feeding the varied prescriptions into the computer so as to allow the RSVP system to print differential responses to students. Thus, each student is looked upon as an individual within the RSVP system of instruction.

Decision rules are the crux of the whole process of communicating to the RSVP the criteria for differentiating students for their respective prescriptions. Hence the logic behind decision rules in RSVP is explained here.

Let us assume that letter X shown below consists of four different paragraphs A, B, C and D written by an instructor. Any one of the following commands may be used in RSVP with reference to Letter X.

Letter X



COMMAND 1 = Write letter X to <u>all</u> students in the course

COMMAND 2 = Write letter X <u>only</u> to students who sent in survey X.

COMMAND 3 = Write part <u>A</u> of letter X to students who sent survey X; and write part <u>B only</u> to students who received remedial materials in the previous week; and write part <u>C only</u> to students who joined the classes late; and write part <u>D</u> only to students who did not send in survey X.

Needless to say, paragraphs A, B, C and D used with command 3 differentiate the students more specifically than in the cases of commands 1 and 2.

The commands (called Decision Rules in RSVP language) can be simple or complex, whichever makes instruction more effective. Decision rules can be made up of students' responses in one survey and/or history of performance on previous surveys and/or students' attributes and/or interests (provided such information is collected by the instructor). The logic used in these decision rules runs thus: If P, Q and/or R are true, write X. Constructing questions and writing letters to the students is a time consuming task in using RSVP, but expenditure of time and effort is more than amply rewarded by ease of management of individualizing instruction.

Limitation in RSVP

RSVP does not pose any limitation on the setting (campus or remote) or the course activities an instructor may wish to use. Lectures, telecasts, radio broadcasts, reading assignments, audio recordings, group discussions, film viewing and the whole paraphernalia of traditional and innovative activities have the potential to elicit students' responses which are essential for activating the instructional functions of RSVP. Nature of students' responses that can be elicited for input to RSVP include: students' answers, questions, feelings, opinions, interests, objectives, endorsements, etc.

However, RSVP does not understand natural language. Hence, students' responses for input into RSVP need to adhere to an objective response format. RSVP evaluates these responses according to a pre-supplied key. Subsequently prints students reports in relation to those reponses. RSVP does not intuitively infer what should be written to the student, and therefore, expects specific sets of prescriptions and commands to specify the conditions under which to print each. RSVP is never known to be guilty of spontaneous action but is certainly noted for an untiring capacity to consistently follow the specified direction of the instructor time after time for 5 students, 50 students, 500 students, all the way up to 5000 students.

In a learning circumstance, there is no need to consider students' responses as right or wrong. This is particularly the case when students' feelings, opinions, etc. are elicited as responses. Unfortunately, RSVP suffers from some idiosyncracies, one of which is that an answer key is required before RSVP can process students' responses and print the corresponding feedback. Supply of a faked key without reference to rightness

or strongness of student response overcomes this limitation. Another idiosyncrasy of EDIP is that not more than five options in a single multiple choice item is acceptable to EDIP. (Sure!) Should an instructor need more than five options, two items can be used in the place of one and still use the services of EDIP. For example:

Present stimulus situation as the stem.

Item 1.

a)_____, b)_____, c)_____, d)_____, e) none of these

If none of the above is item 1,

Item 2.

a)_____,b)_____, c)_____, d)_____, e)_____.

Here we present another limitation in EDIP that has to be said, must be said! EDIP did not learn to underline words or sentences for emphasis. However, words can be bolded and thereby get more attention from students, the last word. Don't expect EDIP to do any proofreading. It will be time wasted.

It should be evident to the reader that some of the seemingly apparent limitations in EDIP can be circumvented by the ingenuity of the user. Hopefully, this challenge should be perceived as an exciting and enterprising activity. What does this all mean? It means that EDIP is just a tool - a means to an end, the end being relevant Instructor-Student Dialogues, for which the instructor (the HUMAN MIND) is solely responsible. Cecil J. Mercer once said:

> "A plain bar of iron is worth $5.00. Made into horseshoes it is worth $10.50; into needles, $4,285; into balance wheels for watches it is worth $250,000. The same might be said of the new technology in education---its value will be determined by what you make of it."

This statement couldn't be truer than in the case of EDIP. The degree

of individualization of instruction that can be achieved through the CAI system is limited only by the imagination of the instructor to conceptualize the potentials for variation within the system and his/her ability to evaluate the system to implement that has been conceptualized.

INSTRUCTIONAL ASPECTS OF CAI

The instructional functions of CAI are best utilized when the teaching-learning process is conceptualized as taking the form of instructor-student dialogues. The framework of these dialogues consists of five aspects:

1) Instructor presentation of instructional stimuli of various types to elicit student response to objective-mapped items;
2) Student response to the instructor's stimulus presentation by choice of response options; and
3) Instructor response to the choice made by the student.

Over the term, meeting a course item requires each of the stages of the dialogue outlined above. In using CAI it is highly desirable that the stimulus situations provided for student response be planned to present together with possible options for student response and appropriate instructor prescriptions for student responses. Although it is possible to devise stimulus situations, options for student response, and prescriptions as the term progresses, it can become hectic and frankly a test to determine the strength and viability of the instruction. It can be done! It is, however, profitable and desirable to conceptualize stimuli and prescriptive responses as the course is developed so that the objective-mapped items that can be given to students when the course is started.

Presentation of stimuli that can with CAI may be in many ways: lecture, discussion, reading assignment, film, video-disk, interview, field

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]

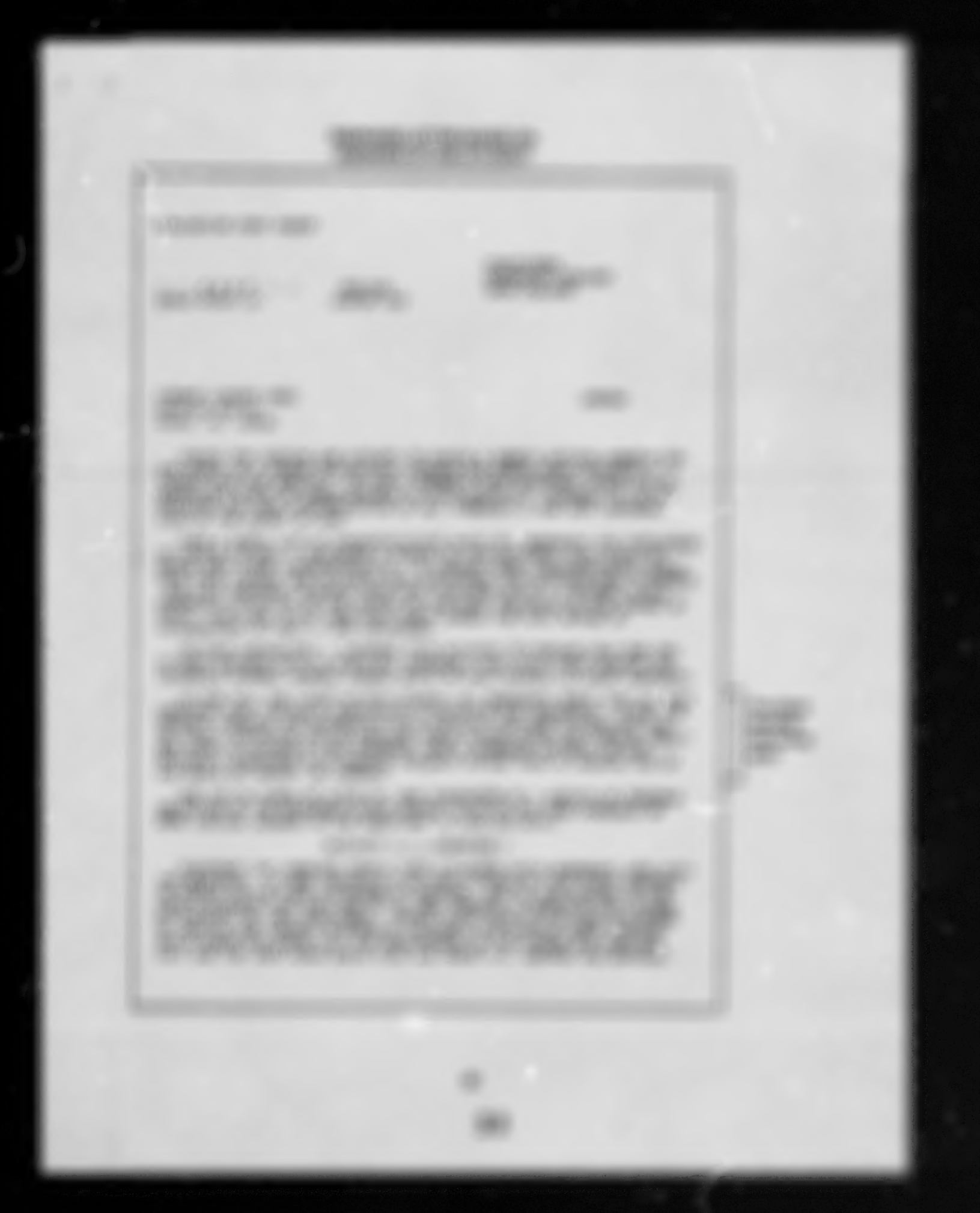
1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

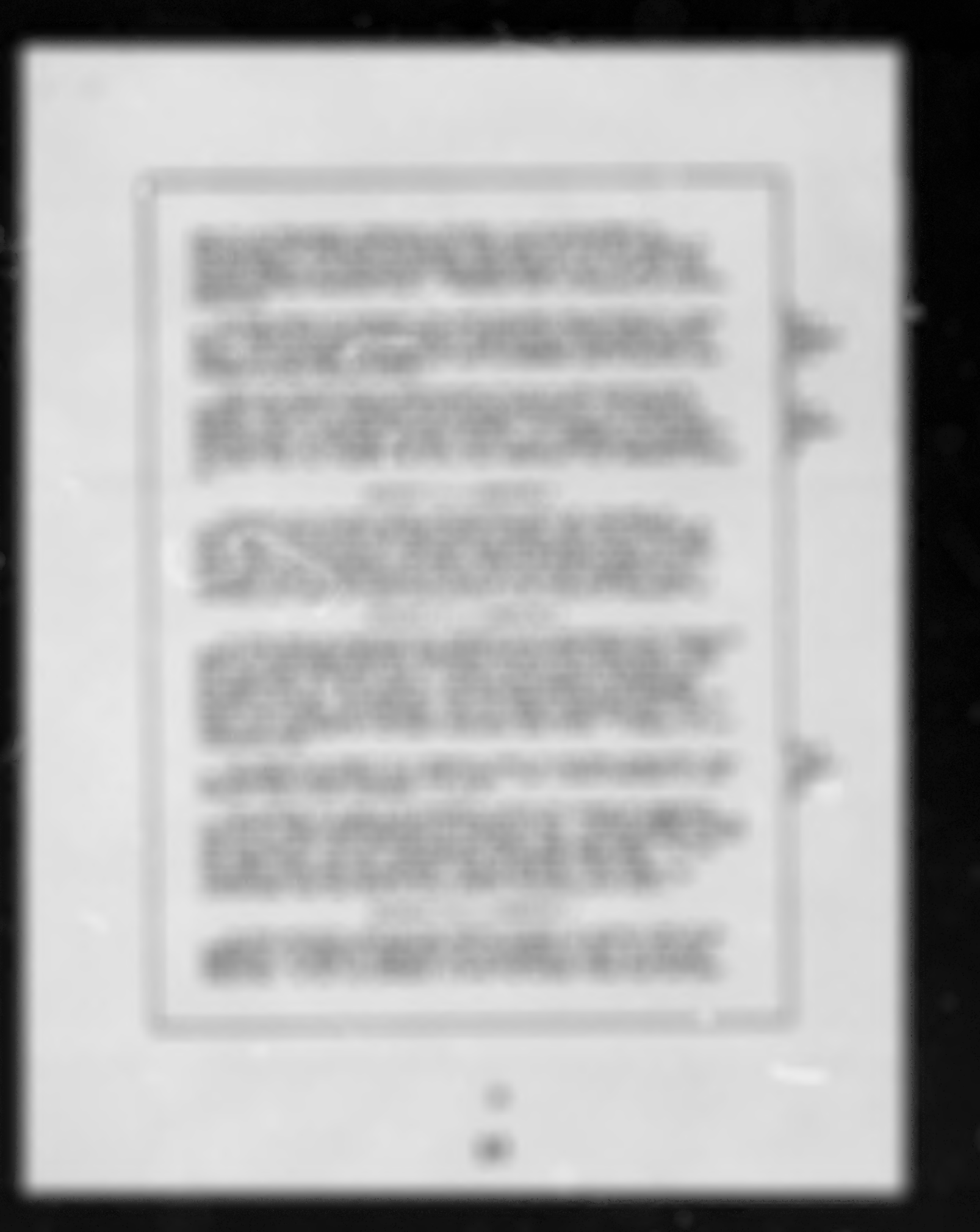
[illegible]

[illegible]

[illegible]

[illegible]





RESPONSE VARIATIONS FOR DIFFERENT STUDENTS' ANSWERS

AS POINTED OUT BY DR. BRONOWSKI (PAGE 48), A SPECIAL SOCIAL ORGANIZATION HAD TO DEVELOP IN ORDER TO PROVIDE FOR A "LONG CHILDHOOD" FOR AUSTRALOPITHECUS. THUS, WE CAN ELIMINATE IMPLICATION "D" AS BEING THE RESULT OF "MAN'S LONG CHILDHOOD"; INSTEAD, IT WAS PRIMARILY A CAUSE FOR THIS CHARACTERISTIC OF MAN.

Q. 1 Options 2, 3, 5

LET ME CLARIFY MYSELF AS TO THE MEANING OF IMPLICATION: TO BE AN IMPLICATION IS AN EFFECT WHICH LOGICALLY FOLLOWS AS A RESULT OF A UNIQUE CHARACTERISTIC OF MAN.

YOU CHOSE RESPONSE #2 FOR THIS QUESTION WHICH EXCLUDED IMPLICATION H. LET ME POINT OUT THAT THE TECHNOLOGY OF TOOLS IS THE FORCE THAT RELEASED THE BRAKE ON CULTURAL EVOLUTION. DR. BRONOWSKI EMPHASIZES THIS POINT MANY TIMES AS WE PROGRESS THROUGH THIS COURSE.

Q. 2 Option 2

PROBABLY, THERE IS SOME CONNECTION BETWEEN THE SHAPE OF THE HEAD AND THE GAINING OF POWER (F). I FEEL THAT SOME INTERMEDIATE STEP SUCH AS THE ABILITY TO PLAN FOR THE FUTURE IS A MORE IMMEDIATE DIRECT IMPLICATION.

Q. 3 Option 4

ACTIVITY 1.....QUESTION 3

I QUICKLY ELIMINATED CHOICES D, G, AND H AS CHOICES OF IMPLICATIONS THAT MUST BE DRAWN FROM THE STATEMENT "RAM-LIKE STRUCTURE OF THE HEAD". ALL THREE CAN BE INFERRED INDIRECTLY, PERHAPS, BUT ARE NOT NECESSARILY LOGICAL INFERENCES. BOTH "B" AND "C" ARE DISTINCTLY HUMAN ATTRIBUTES AND THEY ARE INCLUDED IN ALL THE RESPONSES FOR THIS QUESTION. NOT VERY OBVIOUS IS IMPLICATION "E" - ABILITY TO PLAN FOR THE FUTURE. DR. BRONOWSKI WAITED UNTIL CHAPTER 13 TO DISCUSS THE ACTUAL RELATIONSHIPS BETWEEN THE ENLARGED BRAIN, ESPECIALLY THE FRONTAL LOBES, IN MAN AND HIS ABILITY TO PLAN FOR THE FUTURE. SO, MY CHOICE IS RESPONSE #3.

THERE DOESN'T SEEM TO BE A LOGICAL CONNECTION BETWEEN THE FORM OF THE HUMAN SKULL AND HEAD, IN GENERAL, AND THE "FREEING OF THE HUMAN HAND". ERECT BIPEDAL LOCOMOTION CONTRIBUTED TO BOTH. THUS, I ELIMINATED IMPLICATION "A".

Q. 3 Option 1

ACTIVITY 1.....QUESTION 4

VIRTUALLY ALL OF THE LISTED IMPLICATIONS COULD BE INCLUDED AS INDIRECTLY BEING EFFECTS OF MAN'S ERECT STANCE. BOTH THE "FREEING OF THE HANDS" (A) AND THE "EYE POSITION THAT EMPHASIZES SEEING" (B) SEEM VERY DIRECT IMPLICATIONS. THE ERECT POSTURE GAVE EARLY MAN A DISTINCT ADVANTAGE ON THE GRASSLANDS OF AFRICA OVER THE OTHER QUADRUPEDS (F). BRONOWSKI MADE A SPECIAL POINT OF THIS IN THE FIRST CHAPTER. THUS, I INCLUDED ALL THREE OF THESE IMPLICATIONS IN MY CHOICE OF RESPONSE #2.

DOES THE ERECT POSTURE HAVE ANYTHING TO DO WITH THE INCREASED BRAIN SIZE AND SHAPE? THE ANSWER IS "PERHAPS", BUT ONLY INDIRECTLY. I WOULD NOT INCLUDE IT AS A DIRECT IMPLICATION.

Q. 5 Option 1

MANAGERIAL ASPECT OF RSVP

In addition to instructional benefits to students when prescriptive teaching is implemented through a system such as RSVP, other benefits accrue for the instructor. These benefits can be examined in the areas of course management and evaluation and research, to which we will turn in the text below.

Course Management

Course management benefits of RSVP are based on the assumption that when stimuli and prescriptions have been prepared for established course objectives, the instructor need exert only a minimal amount of effort to extend these preparations to a larger number of students at any one time, or average number of students over repeated times. This does not mean, however, that RSVP implementation for 500 students is as easy as for 50, but it does suggest that effort needed for the additional 450 students is not multiplicative.

Similarly, in an instance where a course may be expected to enroll several hundred students, one instructor might be able to provide the required instructional leadership using RSVP whereas it would not be possible for a single instructor without such assistance--even for a one-time course offering.

The management function served by RSVP which can allow such a parsimonious use of resources is that of record keeping. RSVP can maintain and produce the equivalent of a grade book entry for each student, provided its management functions are adequately used by the instructor.

Students' attributes may be stored in RSVP's record system but data need to be inputed by the instructor; scores on grouped items within a survey or test and grouped surveys or tests are stored in the system only if

the instructor previously defined the grouped items and grouped surveys; information regarding which students received what messages from the instructor can be stored in the RSVP system, but the instructor needs to specify that such information be stored. About the only information that is planned for automatic storing is the score and individual item response on a survey or test. Even in this instance, the answer key needs to be supplied by the instructor. The message we are laboring to impress upon you is that the instructor should predetermine which pieces of information are meaningful for a particular program and should plan for their inclusion in RSVP record keeping. Once the plan is communicated to RSVP, records are maintained accurately, whether there are 50, 500 or 5000 students. And in addition, the records are available to the instructor anytime they are desired.

From the perspective of faculty evaluation, it allows an academic administrator and the faculty to have access to definitive and objective data about the direction and the degree of success relative to a particular learning activity as well as an entire course. The system provides information about the process by which the product was achieved. Obviously, not a total answer to all the problems associated with faculty evaluation but a monitoring of faculty work through this system can go a long way in alleviating much of the guess work and subjectivity that is typically at play in faculty evaluation.

Evaluation and Research

One of the functions of RSVP as outlined earlier is to maintain a data record on each student in a course. Utilization of the data for instructional purposes is the prime goal in recording this information by using RSVP. However, the information stored in RSVP on students, their performances and

instructors' actions become valuable data source for evaluation and research.

The information can be extracted from the RSVP system through one of its programs (RSVP 08) in a form which can be used as input to many types of analysis for research and evaluation purposes. Questions such as the following can be pursued:

* Who are the students in this course?
* How much do the students participate in course activities?
* How does participation relate to the attributes of students?
* How do student attributes and participation relate to performance in the course?
* How effective were the prescriptions or communications in eliciting student participation?
* What is the trend in student performance and participation as the term progresses?
* How do patterns in the learning outcomes of students relate to instructional methods and content?
* How does student evaluation of a particular instructional experience relate to student mastery of the instructional goal(s) of the experience?
* How do student attributes relate to student evaluation of instructional experiences?
* What instructional activities were most successful in attaining the desired outcomes and which need improvement?

Doubtless many other questions may be formulated. RSVP can assist in

capturing the data that can answer these questions.

In addition to these questions, an instructor can evaluate his tests and test items by using the built-in RSVP program (RSVP 87) for test and item analysis which provides question reliability, item difficulty along with means, standard deviations, and frequency distribution of the test scores.

RESEARCH RELATED TO RSVP

Like all educational innovations, RSVP needs to face up to the rigors of evaluation. Miami-Dade Community College, a forerunner in innovative programs in higher education, is also open to objective assessment of the programs initiated. Stemming from such a philosophical position, RSVP has been repeatedly evaluated. As pointed out earlier in this paper, RSVP in Miami-Dade has been primarily used to deliver educational programs to students who choose a remote mode for learning (Open College). Beginning modestly with one course, but a large enrollment of 1163 in Winter of 1972, Open College now offers 11 different courses, attracting approximately 2,000 enrollments per semester. The courses include:

1. ANT 220 - Introduction to Cultural Anthropology
2. ECY 101 - Man and Environment
3. ECY 102 - Man and Environment
4. ECY 104 - Man and Environment (Spanish)
5. EIM 290 - The Use of AV and TV in the Classroom
6. HSC 101 - The Ascent of Man
7. HUM 204 - Classic Theatre
8. LAW 205 - Business Law
9. LAW 206 - Business Law

10. MATH 201 - General Education Mathematics

11. PSY 211 - Introduction to Psychology

Through the Fall semester, 1975-76, these courses had been offered to approximately 13,000 enrollees and instructionally managed through SSYP by 13 instructors. With the exceptions of two courses, the others provide six to twelve SSYP surveys, each survey being made up of several questions. When the student sends his responses marked on a mathsense card, he receives a SSYP letter (pre-constructed by the instructor) giving him prescriptions for the questions he missed and commendations for those answered correctly. Full participation in the SSYP instructional system would, then, mean that the student sent in all the SSYP surveys provided in a course and received corresponding number of SSYP lessons. Participation in the system is not a requirement for the course. However, when SSYP surveys are not turned in, the student receives a letter to that effect and encouragement to participate.

Correlational studies have repeatedly demonstrated the significant relationship of SSYP participation to course completion and performance in course examinations. Figure 1 illustrates this relationship for the Fall semester of 1975-76, which had an enrollment of over 1,900 for the courses included in the illustration. It should be mentioned that self-initiated participation in the SSYP system was observed only in 15 per cent of the students. Others needed to be reminded and encouraged through the SSYP system.

The SSYP system becomes a decisive winner when it comes to students' evaluation of the courses offered in Open College. Term after term and course after course, students gave the highest rating to the SSYP system. In terms of how the system will be received for on-campus classes, we refer the reader to the research of Dr. Allen C. Kelley on TIME, a CBIS system of which SSYP is a variation (Kelley, 1968).

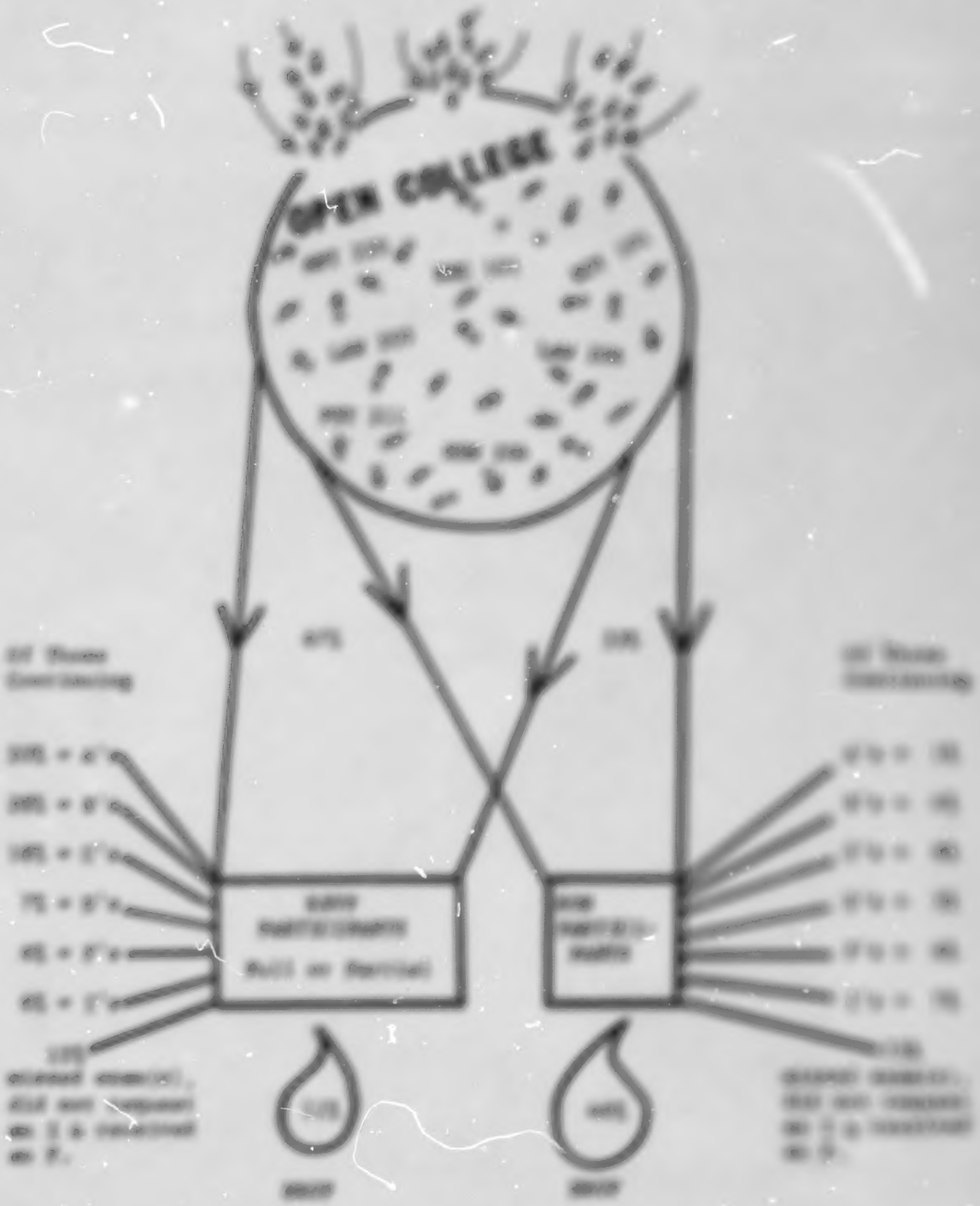


Figure 1. [illegible]

[illegible] is a tool, nothing less and nothing more. Some would [illegible] and [illegible] tools. It is upon the human mind [illegible] and [illegible] use the tools. In the hands of an imaginative and [illegible] craftsman, a tool can [illegible] be [illegible] [illegible] [illegible]

[illegible]

[illegible]

46, 54, 56!, plus others; Anthology, page 7.

E. Man "walked upright"; page 28; also 30-1; Anthology, page 10.

Refresh your memory by checking some of these statements.

Relating these five features of Bronowski's major theme to man's evolution, one may drew the following implications:

a. Hands were freed for doing things.

b. Eyes become positioned to emphasize <u>seeing</u> over smelling.

c. The brain increased in size and changed in shape.

d. A special social organization developed.

e. Ability to plan for the future developed.

f. Man gained power despite his physical weakness.

g. Artistic ideas and creativity developed.

h. Cultural evolution supplemented and influenced biological evolution.

The grid below is an aid to answer questions 1-5. If you wish to use it, carefully consider the above <u>implications (a-h)</u>, and place a "✓" in the appropriate square to indicate which implications emerge from each of Bronowski's statements (A-E).

<u>Bronowski Statement</u>	A	B	C	D	E
Implication a					
b					
c					
d					
e					
f					
g					
h					

We have assembled some of the possible sets of implications that emerge from each of Bronowski's statements (A-E). On the RSVP Card 24, select the set which you feel comes closest to the outcome of your analysis in the grid. If none of the options satisfies you, how about calling your instructor to discuss this further before you complete this activity.

Questions

1. Statement A: Man's "long childhood."

    1. e-f-g
    2. d-e-g
    3. d-e-f
    4. e-f-h
    5. d-e-h

2. Statement B: "Making tools."

    1. a-b-c-e-h
    2. d-e-f-g
    3. d-e-f-g-h

3. Statement C: The "man-like structure of the head."

    1. a-b-c
    2. b-c
    3. b-c-e
    4. b-c-f

4. Statement D: "Imaginative gifts and foresight."

    1. e-f-g-h
    2. e-g
    3. e-f-g
    4. d-e-g-h

5. Statement E: Man "walked upright."

    1. a-b-c
    2. a-b-f
    3. a-b
    4. a-b-e

ACTIVITY II

In answering questions 1 through 5 you considered the implications for the five statements made by Bronowski concerning the unique characteristics of man. In Activity II, we would like you to examine these statements with respect to biological and cultural evolution of man.

Question 6. Listed below are five ways of arranging those five statements to represent the increasing order of relatedness between biological and cultural evolution of man. Indicate which of these you would choose as the best representation of the increasing order of relatedness:

1. E-B-C-D-A
2. C-E-B-A-D
3. E-C-D-A-B
4. E-C-A-B-D
5. C-E-A-B-D

ACTIVITY III

In Activity I you examined Dr. Bronowski's five statements and analyzed the list of possible implications drawn from those statements. In Activity II you compared the statements as to their degree of interrelatedness between biological and cultural evolution. In Activity III, we would like to take you through a process of examining what has fascinated you most in reading Chapter I and the related Anthology.

Question 7. Which of the following grabbed your attention most in examining the "unique" characteristics of man as presented by Dr. Bronowski?

1. "His imagination, his reason, his emotional subtlety and toughness, make it possible not to accept the environment but to change it ..... And that series of inventions, by which man from age to age has remade his environment, is a different kind of evolution - not biological, but cultural." Pages 19-20.

2. "Man is a singular creature ..... Unlike the animals he is not a figure in the landscape - he is a shaper of the landscape ..... who did not find but has made his home in every continent." Page 19.

3. "There are many gifts that are unique to man; but at the center of them all ..... lies the ability to draw conclusions from what we see ..... Cultural evolution is a constant growing and widening of the human imagination." Page 56.

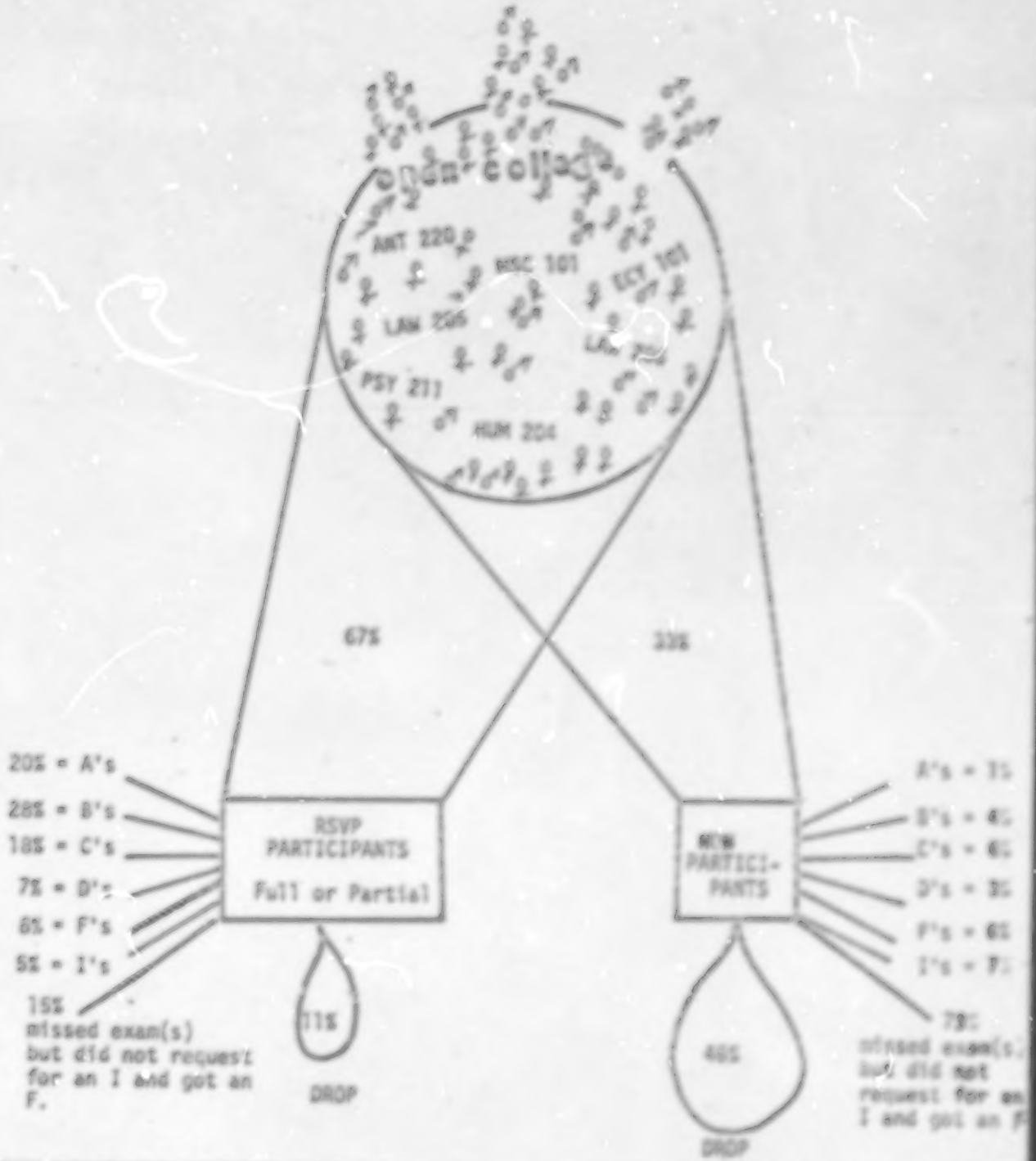
4. None of these three statements seems to agree with my own interpretation of what Dr. Bronowski considered the most unique characteristic of man.

If you chose Answer 4, you are invited to call your instructor to discuss your idea. In fact, you are each invited to call your instructor for additional discussion about any phase of the course.

Thank you.

You have participated in these activities designed to help you see a personal meaning in Dr. Bronowski's interpretation of The Ascent of Man. If the participation has been gratifying in and of itself, you need do nothing further.

You may, however, obtain some comments and comparisons about your interpretations by sending to Open College the RSVP card 24 with the seven questions answered. Incidentally, if you wish bonus points for this activity, you must submit to the Open College office: a completed mark sense card with 7 responses two weeks prior to the final examination.



SEMESTER REPORT
OPEN COLLEGE
1975-1

FOR THE CONVENIENCE OF THE READER

The abbreviations and terminologies used in this report are as follows:

ANT 220	Introduction to Cultural Anthropology
ECY 101	Man and Environment
HSC 101	The Ascent of Man
HUM 204	Classic Theatre
LAW 205	Business Law
LAW 206	Business Law
MAT 201	General Education Mathematics
PSY 211	Introduction to Psychology
RSVP	Response System with Variable Prescriptions which is a computerized management system for individualizing instruction.
RSVP Survey	Weekly or bi-weekly assignment processed through the RSVP System.
1975-C	Fall, 1975-76.
"Nagging"	Instructor-composed RSVP letter(s) sent to students NOT sending in RSVP Survey(s) or not taking exam(s) on scheduled dates.
Partial Correlation	Single measure of association between two variables while adjusting statistically for effects of one or more variables.
Zero Order Correlation	Measure of association between two variables.

Interim Research Report 2
1975-76
Prepared by Pamela Pearson
Dean College

SUMMARY STATEMENTS ABOUT
STUDENTS AND THEIR PERFORMANCE
IN OPEN COLLEGE
1975-6

DESCRIPTION OF STUDENTS

1. There were in all 2216 enrollments in the eight sessions offered in 1975-6. These enrollments were accounted for by 1430[illegible] people, 934 of whom were strictly Dean College students. The 1[illegible] were 595 women and 755 were 23 years or older....Table 1.

2. 63% of the enrollees had enrolled before classes started although another spurt of 13% was observed in the second session of classes. Withdrawal behavior was observed throughout the semesters with maximum withdrawals recorded in the 13th week of classes....Table 2.

PARTICIPATION

3. 36% of enrollees fully utilized the Individualized & personal attention through OSAP while 33% did not participate at all.

4. Bonus Activity Plan was provided in five courses which 1[illegible] by 25% of enrollees.

5. Participation in the midterm examination was shown as by 85% enrollees, of whom 8% did so after being "nagged" when they had [illegible] the examination.
(See Table III for items 3 to 5)

6. 91% of all enrollees were "nagged" one time or another for not turning in OSAP surveys. In other words, only 9% of the [illegible] were totally disciplined and unforgetting about [illegible] assignments. In other words, "nagging" has a place in open learning.

7. Nagging was followed by differing levels of participation in the various courses. Overall, 22% of those "nagged" [illegible] participated.

8. Giving credit for turning in surveys (OSAP 33A and P-33) [illegible] necessarily increase the level of participation. The [illegible] were however appreciable.
(See Table IV for items 6 to 8)

[illegible]

[illegible]

[illegible]

[illegible] [illegible] [illegible] [

[illegible]

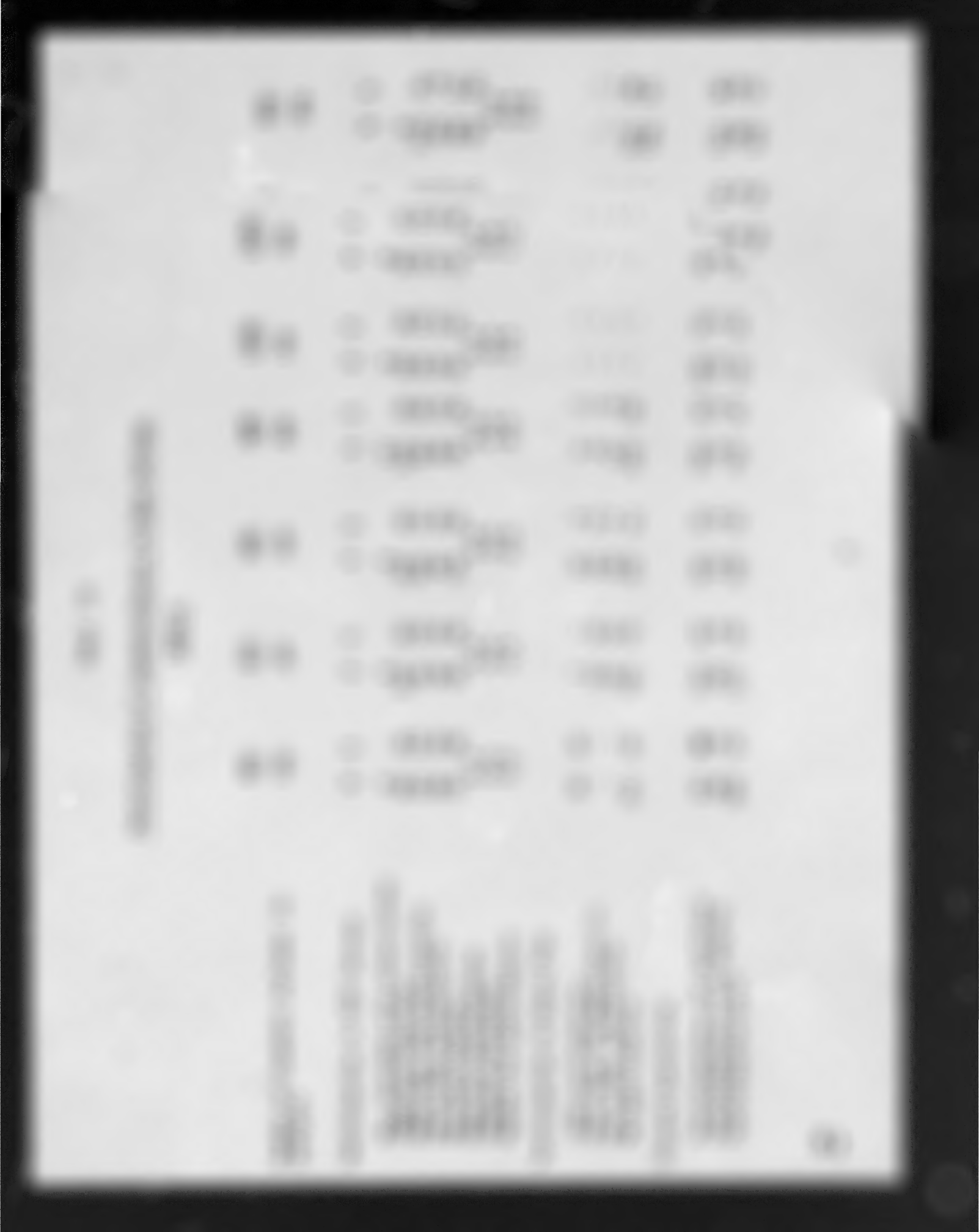


TABLE IV
Relationship between "nagging" and participation in RSVP Surveys and Midterm Examination
1975-1

Number of times "nagged"	Number of Students "nagged"	Number of Surveys turned in by % of those "nagged"							% of Students "nagged" taking midterm examination
		Number of Surveys							
		6	5	4	3	2	1	0	
		% turning in							
ANT 220									
Five times	44	4	-	2	7	4	3	68	50
Four times	25	16	4	8	4	36	4	28	44
Three times	31	29	6	13	16	13	3	19	65
Two times	23	35	9	22	4	-	-	30	70
Once	50	51	-	2	-	-	5	41	68
Total	151	25	5	9	7	11	7	37	58
ECY 101									
Six times	60	3	7	3	7	2	-	78	47
Five times	24	8	4	4	21	25	12	25	62
Four times	25	48	16	4	8	16	4	4	88
Three times	31	39	13	16	10	3	6	13	74
Two times	30	63	7	7	-	3	7	13	73
Once	40	70	15	2	-	5	-	7	85
Total	210	36	10	6	7	7	4	31	69
PSY 211									
Five times	56	23	4	7	9	2	16	39	41
Four times	77	21	5	-	14	12	22	26	53
Three times	48	43	4		4	10	2	31	67
Two times	48	42	6	6	0	4	10	20	71
Once	59	71	7	2	-	5	3	12	78
Total	292	39	5	4	9	7	12	25	62

TABLE IV cont.

1975-1

Number of times "nagged"	Number of Students "nagged"	Number of Surveys participated by % of those "nagged"											% of Students "nagged" taking midterm examination.
		10	9	8	7	6	5	4	3	2	1	0	
HSC 101													
Eight times	83			-	4	-	1	12	4	5	4	71	48
Seven times	38			13	10	10	-	13	13	10	3	26	55
Six times	46			33	22	2	2	17	6	9	2	7	78
Five times	62			27	8	3	5	16	16	-	2	23	66
Four times	68			35	21	4	4	7	3	1	-	23	76
Three times	56			52	9	11	5	4	2	-	2	16	75
Two times	55			51	14	4	5	7	2	2	-	14	82
Once	49			59	16	4	-	-	-	-	-	20	80
Total	457			32	12	4	3	10	5	3	2	28	69
HUM 204													
Six times	62	-	-	-	2	-	-	-	6	6	10	76	21
Once	189	41	15	6	4	5	2	1	3	3	3	17	76
Total	241	32	12	5	4	4	2	1	4	4	5	33	65
LAW 205													
Six times	63					3	3	3	3	3	9	75	49
Five times	15					33	13	-	13	13	7	20	73
Four times	23					39	13	4	22	13	-	9	78
Three times	26					35	8	11	23	-	4	19	73
Two times	19					47	10	21	-	-	5	16	79
Once	26					69	11	-	-	-	4	15	81
Total	172					34	8	6	9	4	6	37	67
LAW 206													
Six times	37					8	3	5	5	8	-	70	51
Five times	6					17	-	33	17	-	17	17	50
Four times	15					33	7	7	-	13	13	27	48
Three times	9					33	-	44	-	-	11	11	56
Two times	8					62	-	-	12	12	12	-	75
Once	11					27	-	9	-	9	-	54	36
Total	86					23	2	12	5	8	6	49	51

TABLE V

Data on Grade Distribution and Completion of Course
Given as Percentages

1975-1

CRITERIA	ANT 220	ECY 101	HSC 101	HUM 204	LAW 205	LAW 206	MAT 201	PSY 211	ALL COURSES
GRADE									
A	12	10	22	13	16	4	18	4	14
B	14	15	26	18	20	21	13	12	19
C	14	13	9	15	12	19	3	18	12
D	6	8	4	3	6	6	1	6	5
F (taken exam & failed)	6	12	3	5	2	-	-	5	5
F (not taken exam & received F)	24	24	18	20	27	23	38	29	24
Audit	1	-	1	1	-	-	1	1	1
Incomplete	3	5	4	4	4	6	8	7	5
Withdrawal	20	12	13	20	12	21	19	18	16
COMPLETION SUCCESSFUL									
(A-D grade & Au.)	46	46	62	49	54	50	35	42	50
NONCOMPLETION (I's and W's)	23	17	17	24	16	27	27	24	21

TABLE VI

Partial Correlation Controlled for Sex, Age and Week of Entry into RSVP System

1975-1

VARIABLES CONSIDERED	ANT 220	ECY 101	HSC 101	HUM 204	LAN 205	LAW 206	PSY 211
RSVP participation and % score[1]	.44**	.40**	.48**	.51**	.43**	NS	.36**
RSVP participation and grade[2]	.37**	.34**	.27**	NS	.28**	NS	NS

1 Sum of midterm and final exam scores given as percent.
2 Only A-D grades were included in analysis.
** Significant at .01 level of confidence.
NS Non significant.

TABLE VII

Zero Order Correlations

1975-1

VARIABLES CONSIDERED	ANT 220	ECY 101	HSC 101	HUM 204	LAW 205	LAW 206	PSY 211
RSVP participation and sex	.31**	.22**	.21**	.21**	.22**	.32**	.29**
RSVP participation and age	.16*	.14*	.11**	.14**	NS	.31**	NS
RSVP participation and wk. of entry	NS	NS	NS	NS	NS	NS	NS
% score[1] and sex	.24**	.22**	.21**	.23**	NS	NS	.13**
% score and age	.19*	NS	.20**	.18**	NS	.36**	NS
% score and wk. of entry	NS	NS	.10*	NS	NS	NS	-.13*
RSVP participation and % score	.49**	.44**	.51**	.54**	.45**	NS	.39**
RSVP participation and grade[2]	.45**	.36**	.32**	.16*	.29**	NS	NS

1 Sum of midterm and final exam scores given as percent.
2 Only A-D grades were included in analysis.
* Significant at .05 level of confidence.
** Significant at .01 level of confidence.
NS Non significant.

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 14 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES